

## IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT BY USING RECIPROCAL TEACHING TECHNIQUE

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**Abstract:** This research was conducted to investigate whether reciprocal teaching technique improves reading comprehension of tenth grade students of SMA Islamiyah Pontianak in Academic Year 2015/2016 in reading narrative text or not. The research method was pre-experimental study with intact group comparison. The sample of this research divided into two groups: experimental group that consist of 30 students and control group that consist of 30 students. Based on the result of post-test between experimental group and control group, there was different significant achievement. The mean score of post-test of experimental group higher than control group ( $89.83 > 66$ ). In addition, the t-test score (7.64) was higher than t-table (2.045) at 0.05 the degree of freedom ( $df = N-1$  ( $30-1=29$ )) and the result of effect size is 1.93 where the category is strong effect. Furthermore, the null hypothesis ( $H_0$ ) was rejected. Because t-value  $>$  t-table ( $7.64 > 2.045$ ) on the level of significance 0.05 and the alternative hypothesis ( $H_a$ ) was accepted.

**Keywords :** Reciprocal Teaching Technique, Reading Comprehension, Narrative text.

**Abstrak:** Penelitian ini dilakukan untuk menginvestigasi apakah teknik reciprocal teaching meningkatkan pemahaman membaca siswa kelas sepuluh SMA Islamiyah Pontianak pada tahun ajaran 2015/2016 dalam membaca teks naratif atau tidak. Metode penelitian yang digunakan adalah penelitian pre-eksperimen dengan intact group comparison. Sample penelitian ini terbagi menjadi dua kelompok yaitu 30 siswa kelompok eksperimen dan 30 siswa kelompok control. Berdasarkan dari hasil post-test antara kelompok eksperimen dan kelompok control terlihat perbedaan nilai yang signifikan. Nilai rata-rata post-test kelompok eksperimen lebih tinggi dari kelompok control ( $89.83 > 66$ ). Ditambah lagi, nilai dari t-test (7.64) lebih tinggi dari t-table (2.045) pada tingkat kesalahan 0.05 dengan  $df = N-1$  ( $30-1=29$ ) dan hasil dari besar pengaruhnya adalah 1.93 yang mana dikategorikan memiliki pengaruh yang sangat kuat. Oleh karena itu, null hypothesis ( $H_0$ ) dari penelitian ini ditolak karena nilai  $t >$  t-table ( $7.64 > 2.045$ ) dan alternative hypothesisnya diterima.

**Kata kunci :** Teknik Reciprocal Teaching, Pemahaman Membaca, Teks Naratif.

Reading is one of the language skills that must be mastered by the students in learning English. Patel and Jain (2008:113) say “reading is the most useful and important skill for people which can update his/her knowledge.” This implies that reading expands readers’ knowledge, widens the mind and gains understanding. The students receive information, ideas, message and so on from what they read. Therefore, reading skill becomes important for students’ academic success and it should be acquired. They need reading practice and training; and also should do reading that appropriate to their propriency level and related to another language.

While reading, students need to link the words together into meaningful ideas which need comprehension in order to get ideas and the detail information from the text. According to McNamara (2007:12), comprehension refers to the ability to go beyond the words, to understand the idea and relationship between ideas conveyed in a text. In line with that a reader need a wide range of capabilities and abilities because it involves the text, the reader and the context while reading. Snow (2002:11) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Students expected to be good in reading comprehension in order to get information and ideas from the text which enrich their knowledge and get good achievement in academic.

Based on the syllabus of *Kurikulum Tingkat Satuan Pendidikan* (School Based Curriculum), for senior high school, the students learn many kinds of text such as narrative, descriptive, recount, report and etc. They are expected to get the main ideas, contents and information from those text which need reading comprehension. Especially for students on the tenth grade, they are supposed to learn about narrative text. They are required to identify the narrative text’s structure such as the characters, setting, plot (including a problem that need to be solved), and a resulation of the problem. In addition, the students also required to identify the meaning of words and also sentences in a narrative text. It implies that reading comprehension considered important for the students and required them to be good in reading comprehension. In fact, most of students have some problems in reading narrative text. They can not comprehend the text well so that they fail in identifying the text structure ( characters, setting, plot and resolution) which is caused by not using appropriate technique while reading the text and also lack of vocabulary. Based on the pre-research in the SMA Islamiyah Pontianak, the students on tenth grade faced those kinds of problem while doing reading activities. Therefore, they need to use appropriate technique in reading a text. Teachers can apply teaching techniques that make students easy to comprehend the text. One of the teaching technique that can be used by the teachers is reciprocal teaching technique. It encourages students in interpretation and constructing ideas and information from the text in guiding discussion activities through several stages which will improve students’ reading comprehension.

Reciprocal teaching technique is an instructional activity that takes form of a dialogue between teacher and students, but also among the students regarding segment of the text for the purpose of constructing the meaning of the text which help the students to understand what they read. It is developed by Annamarie Sullivan

Palinscar and Anna L. Brown in 1984. They defined reciprocal teaching technique as a dialogue between teacher and students. This dialogue described as reciprocal because each of students acts in response to another.

In this technique, the dialogue is structured by the used of four stages. Those are predicting, questioning, clarifying and summarizing. According to Oczkus, Lori D. (2003:12) reciprocal teaching was designed to focus on just four important stages that good readers use to comprehend a text. Each of these stages was selected as a means of aiding students to construct meaning from the text as well as means of monitoring their reading to ensure that they understand what they read. Therefore, it helps the students to understand their reading and collect the information, ideas or messages from the reading and also help the students to improve their reading comprehension.

Furthermore, by using reciprocal teaching the students are able to focus on information in the text that is meaningful to them because they elaborate with the teacher and also with each other to construct the meaning from the text. Beside that the use of discussion enhance students' reading comprehension, develop self-regulatory and monitoring their skills and achieve overall improvement in reading. This technique also a adaptable teaching tool that has been used with a range of students.

Some researchers studied reciprocal teaching technique. Al Makhzoomi (2012:288) conducted a research about reading comprehension. He found that reciprocal teaching technique enhanced and improved EFL Jordanian students' reading comprehension behavior in a university setting. It promoted reading fluency, boosted reading comprehension, improved academic achievement and enhanced thinking and communication. Another research also conducted by Won Gay (2005:73) showed that reciprocal teaching technique has possitive effect in improving students' reading comprehension both in narrative and expository text at chinese-medium secondary school. Sutherland & Synder (2012:288) also did the same research but the subject of the research was students with emotional and behavioral disorder, they found that reciprocal teaching technique effective in increasing students' reading fluency and reading comprehension.

Based on the description of the problem above, the researcher conducted pre-experimental research to find out whether reciprocal teaching technique improves reading comprehension of tenth grade students of SMA Islamiyah Pontianak academic year 2015/2016 in reading narrative text or not. If does how big is the effect of reciprocal teaching technique in improving tenth grade students' reading comprehension of narrative text.

## **METHOD**

The form of the research is quantitative approach which guides the research to answer the research problem which is about does the reciprocal teaching technique improve students' reading comprehension of narrative text. Creswell (2012: 22 ) says "a quantitative approach is one in which investigatory primarily uses postpositive

claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation and the test of theories), employs strategies of inquiry such as experiments and survey and collect data on predetermining instruments that yield statistics data.” The method of the research is experiment research and use pre-experiment research design. According to Creswell (2012:295) in an experiment research the researcher test an idea (practice or procedure) to determine wheather it influence outcome or depend variable. In this researcher the researcher tested the idea about reciprocal teaching as a technique can influence the improvement of students’s reading comprehension in narrative text. It is necessary to describe the design to be used when the research is conducted. In this research, the researcher will apply a pre-experimental design.

Pre-experimental design is referred to intact group comparison which is proposed by Tuckman (1972:105). It is the research procedure that has an experimental and a control group. This study only employing posttest to the both of the group. The treatments received by the experimental group. The effect of the treatments is judged by the score of posttest between an experimental and a control group.

Cohen, Manion, & Morrison (2007:100) defined population as all members of any well-defined class of people, event, or object and defined sample as the small group that is observed. In this research, the population is all tenth grade students of SMA Islamiyah Pontianak which is consist of two classes (X A and X B) where the amount of students consist of 60 students. The research participants are two groups. One group was intended as the experimental group, and another group was the control group. The researcher applied cluster random sampling. In this research, the researcher selects X B which consists of 30 students as the experimantal group and X A which consist of 30 students as the control group.

This research applied measurement techniques to measure the effect of using reciprocal teaching in improving students’ reading comprehension by compared the score of post-test between the experimental and control group. the tools of data collecting is written test in form of multiple choices. The test consist of 20 items with four options: A, B, C, and D. The items was designed based on the literal level of comprehension and inferential level of comprehension because it is appropriate with narrative text especially legend where the reader identify and understand the story structure which explicitly stated.

To know does the use of reciprocal teaching technique improve students’ reading comprehension on narrative text or not, the researcher analyzed the data by using t-test

$$t = \frac{\overline{X_x} - \overline{X_y}}{\sqrt{\frac{s_x^2}{s_x} + \frac{s_y^2}{s_y} - 2r\left(\frac{s_x}{\sqrt{n_x}}\right)\left(\frac{s_y}{\sqrt{n_y}}\right)}}$$

where:

t : t-test

$\bar{X}_x$  : mean score of experiment group  
 $\bar{X}_y$  : mean score of control group  
 $S_x^2$  : varian experiment group  
 $S_y^2$  : varian control group  
 $S_x$  : standard deviation of experiment group  
 $S_y$  : standard deviation of control group  
 $r$  : corelation between experiment dan control group  
 $N$  : the number of students

Then the researcher measured the effect size of the treatment (Cohen et al, 2007:521).

$$Es = \frac{\bar{X} - \bar{Y}}{SD_{pooled}}$$

Where:

$Es$  : effect size  
 $\bar{X}$  : mean score of experiment group  
 $\bar{Y}$  : tmean score of control group  
 $SD_{pooled}$  : pooled standard deviation

## RESEARCH FINDING AND DISCUSSION

### Research Finding

To answer the research problem, the researcher administered the test with table of specification. This test formed into post-test for the experimental and control group. The researcher analyzed the result based on formulas to know does reciprocal teaching technique improve students' reading comprehension of narrative text or not and also to know how does the effect of students' improvement in reading comprehension of narrative text by using reciprocal teaching technique.

**Table 1**

**The Result of Students Score of Post-Test of Experimental Group and Control Group**

Experimental group score (X)	$(X - \bar{X})^2$	Control group score (Y)	$(Y - \bar{Y})^2$
$\sum 2695$	$\sum 3288.96$	$\sum 1980$	$\sum 6020$
$\bar{X} = 89.83$		$\bar{Y} = 66$	

The total score of students in experimental group is 2695 and the mean score is 89.83 whereas the total score of students in control group is 1980 and the mean score is 66. Based on the data the researcher calculated the interval score between the experimental and control group and the result is 23.83. After that, the researcher

calculated the t-test in order to know does the reciprocal teaching improves students' reading comprehension on narrative text or not.

$$\begin{aligned}
 t &= \frac{\bar{X}_x - \bar{X}_y}{\sqrt{\frac{s_x^2}{s_x} + \frac{s_y^2}{s_y} - 2r\left(\frac{s_x}{\sqrt{n_x}}\right)\left(\frac{s_y}{\sqrt{n_y}}\right)}} \\
 t &= \frac{89.83 - 66}{\sqrt{\frac{109.62}{30} + \frac{200.50}{30} - 2(0.06)\left(\frac{10.47}{\sqrt{30}}\right)\left(\frac{14.16}{\sqrt{30}}\right)}} \\
 t &= \frac{23.83}{\sqrt{\frac{310.12}{30} - 0.12\left(\frac{10.47}{5.5}\right)\left(\frac{14.16}{5.5}\right)}} \\
 t &= \frac{23.83}{\sqrt{10.33 - 0.12(2.6)(1.9)}} \\
 t &= \frac{23.83}{\sqrt{10.33 - 0.12(4.94)}} \\
 t &= \frac{23.83}{\sqrt{10.33 - 0.59}} \\
 t &= \frac{23.83}{\sqrt{9.74}} \\
 t &= \frac{23.83}{3.12} = 7.64
 \end{aligned}$$

Based on the calculation above the result of t-test is 7.64 which is higher than t-table with df = 0.05 with degree of freedom N - 1 (30-1=29) that is 2.045 (7.64 > 2.045). It means that the alternative hypothesis (Ha) is accepted because reciprocal teaching technique effective in improving students of the tenth grade SMA Islamiyah Pontianak in reading narrative text. Then, the researcher calculated the effect size of the treatment which is given to the experimental group.

$$\begin{aligned}
 ES &= \frac{\bar{X} - \bar{Y}}{Sd_{pooled}} \\
 ES &= \frac{89.83 - 66}{12.31} = 1.93
 \end{aligned}$$

Based on the calculation above, the researcher got 1.93 for the effect size which concerned as strong effect. It means that reciprocal teaching had strong effect for improving students' reading comprehension on narrative text.

## Discussion

Based on the finding of this research, the researcher felt that reciprocal teaching technique had more contribution on students' reading comprehension of narrative text. It can be seen from the result of the effect size of treatment which concerned as strong effect. It means that the aim of reciprocal teaching which help the students to enhance reading comprehension was already accomplished in this research. In this technique, the students use discussion in order to comprehend reading text.

Regarding with the stages of reciprocal teaching technique, the researcher considered that all of the stages (predicting, questioning, clarifying and summarizing), helped the students to comprehend the reading text easily. the technique guided the students in reading the text and made the students to set their

purpose in reading; noted the structure and organization of the text; monitored their understanding while reading; and created summaries about the text. It is strengthened by Klingner, Vaughn and Boardman (2007:11) stated that the students should apply a reading comprehension technique that can be used before, during and after reading. In addition, one of the stages of reciprocal teaching especially in clarifying, the students can solved their problem that they faced in reading with the helped of their friends in the group.

Through this research, the researcher found that reciprocal teaching technique created the students to become active students in the learning process. The students had discussion with their friends in the groups in order to comprehend the text. They revealed their opinion about what would be happend in the text next in the perdicting stage. Then, they told their own questions each other about the text and tried to find out the answer together when they read the text. After that they helped each other to solved their problem that they got while reading. They could made a summary about the text that they read which represented their whole understanding of the text and compared it to their friends. All of these activity done in the group which automatically increased the students' amout of talking which made the students becoming active. It supported by Harmer (2001:117) said that groupwork in learning process have several benifits, one of them is increasing the amount of talking for individual students in their group because the students fell comfortable to express their ideas and opinion.

The researcher also considered the use of the reciprocal teaching technique bookmark that the researcher used in this researcher as the teaching media. The researcher felt that the bookmark help the students to pass the stages of the reciprocal teaching technique easily. The bookmark provided the ways of how to make predictions in the first stage, how to formulate questions in the questioning stage, what should should they clarify in the clarifying stage and how to make a summary which represented their understanding of the text that they read after reading in the last stage. In addition, the bookmark kept the students in track because they can see directly the procedure of reciprocal teaching technique in the bookmark. It supported by Oczkus (2010:70) that stated a bookmark is a useful tool in introducing lesson especially reading text with reciprocal teaching technique which provides prompts for each stages of the technique, aids and guides students as they work their way through text while applying reciprocal teaching technique in reading a text.

In this research, the researcher also found that the students enjoyed reciprocal teaching technique in reading comprehension. They felt more comfortable because they learn in the group because they can share their learning with their friends and help each other when they faced problem while reading. The students did not feel stress in the learning process.

In conclusion, reciprocal teaching technique gave the students new atmosphere of learning English especially in reading comprehension because the students had quided discussion in order to comprehend the text and made them becoming active in the class. The important point of reciprocal teaching technique

was the students able to comprehend the text easily because each stages of the technique was selected as a means of aiding the students to constructed the meaning of the text as well as means of monitoring their reading to ensure that they comprehend the text well and can aswer most of the questions correctly.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Referring to the discussion in this research, the researcher concluded that reciprocal teaching technique in the learning process, especially in reading comprehension had strong effect to the students. The students can comprehend the reading text and they become more active and engage in the learning process. In addition through reciprocal teaching technique, the students experienced the real process of reflecting their own work in comprehending narrative text and they also got feedback from each other or from the teacher which help them to comprehend the reading text better. In this research, the use of reciprocal teaching technique bookmark also had more contribution to the student in learning reading comprehension. The bookmark kept the students in track while applied reciprocal teaching technique which had four stages.

### **Suggestions**

Based on the research finding and discussion, there are some suggestions that the researcher would like to propose, they are: (1) the use of reciprocal teaching technique should be recommended to the English teacher, especially to teach Senior High School. (2) For further research, it is recommended to apply Reciprocal teaching technique on Senior High School level. (3) For the next researcher, it also recommended to apply reciprocal teaching technique in teaching reading comprehension with others text genre such as report, descriptive, and narrative.

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